

NC Purpose of Study

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Intent	Implementation	Impact
At Broadway Junior School, personal, social and health education (PSHE) enables our children to become happy, healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities, online safety and appreciate what it means to be a member of a diverse society. Relationships education and mental wellbeing is learning about the emotional, social and physical aspects of growing up, relationships, safety and health. High quality relationships education helps create safe school community in which pupils can grow, learn, and develop positive, healthy behaviour for life. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life.	In ensuring high standards of teaching and learning in PSHE, we implement a curriculum that is progressive throughout the whole school. Every year group plans and delivers a clear, appropriate scheme of work in line with the National Curriculum. (The PSHE curriculum has core learning themes: Physical health and mental wellbeing and relationships education. It also links with British Values). We aim to go above and beyond statutory framework to ensure our children are skilled and equipped to deal with life after Broadway. We ensure that PSHE and Relationships Education is taught weekly (with additional sessions/assemblies/theme days throughout the year, as and when required) and hold wellbeing at the centre of all we do. Our school council meet regularly throughout the year and discuss improvements that could be made to our school, as well as being positive role models throughout school.	The impact and measure of this is to ensure that children at Broadway Junior School are equipped with skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3, and for life as an adult in the wider world. We want children to: • Have respect for themselves and others • Have positive body images • Know more and remember more about PSHE. • recognise and apply the British Values of Democracy, Tolerance, and Mutual respect, Rule of law and Liberty, in and out of school. • Demonstrate a healthy outlook towards school with improved attendance, behaviour and attitude towards learning. • Develop positive and healthy relationship with their peers both now and in the future. • Understand what it means to be physically and mentally health • Understand that their wellbeing is important and should be valued

Key Vocabulary

budget campaign citizen councillor democracy government influence issue local council Member of Parliament national tax

Knowledge	Skills
• That setting up community groups is one way people can contribute to their community. • That pressure groups work together to try to persuade the Government or public to listen to their ideas and make changes. • Local councillors speak with residents to help decide how money should be spent in the best interests of the community. • Elections allow people to vote for a Member of Parliament to represent them in Parliament. • That people pay taxes to fund the Government and local spending.	• Describing the issues and causes they care about. • Explaining what happens when someone breaks the law. • Explaining how some people have contributed to their community and beyond. • Role-playing a local council surgery. • Explaining how they can influence what happens in Parliament.

Learning Objectives/End Points					
Lesson 1: How can we show care for others?	Lesson 2: How do people contribute to the community?	Lesson 3: How does the UK Government work?	Lesson 4: What is the role of a local councillor?	Lesson 5: What are pressure groups?	Lesson 6: How can people influence the decisions made by the government?
To recognise how to show care for others.	To recognise how individuals and groups can contribute to a community.	To recognise how the UK Government works.	To understand the role of a local councillor.	To recognise the role of pressure groups.	To recognise how people can influence decisions made by the government.

Unit Outcomes
Pupils who are secure will be able to: • Give examples of people who have contributed to their community. • Identify issues they care about. • Describe how community groups can help make a difference. • Describe how the UK government is made up of elected people. • Name different parts of the UK government and what they do. • Recognise that taxes help fund government and local spending. • Understand the role of local councillors. • Role-play a local council surgery. • Explain how pressure groups try to persuade the public or the government to make changes. • Describe ways they can influence what happens in Parliament.

Cross-curricular links
English: Spoken language; Reading – comprehension. British values: Democracy; Individual liberty; Mutual respect.

Careers	
Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: • Member of Parliament (MP) • Local councillor • Government minister • Civil servant • Political researcher • Parliamentary assistant • Election officer • Charity worker • Charity fundraising officer • Campaign organiser • Environmental campaigner • Volunteer coordinator • Human rights advocate • Community volunteer Transferable skills such as: Communication: expressing opinions, explaining ideas and speaking confidently. Teamwork: working with others to plan campaigns and community projects. Leadership: organising activities, taking responsibility and motivating others. Problem-solving: identifying community issues and suggesting practical solutions. Critical thinking: considering different viewpoints and evaluating arguments. Research: gathering information about people, organisations and public services. Persuasion: presenting evidence and using persuasive language to influence others. Empathy and respect: understanding different experiences, needs and perspectives. Decision-making: weighing up options and considering the impact of choices. Organisation: planning projects, managing resources and meeting deadlines.	Learning from Career and Labour Market Information • Pupils discover the range of careers within local councils, Parliament, government, charities and community organisations. They explore the responsibilities and skills required for different roles Addressing the Needs of Each Pupil • All pupils are encouraged to recognise their strengths, interests and personal values and understand that everyone can contribute to their community in different ways. Linking Curriculum Learning to Careers • PSHE learning links to English through spoken language and reading comprehension, developing pupils' ability to debate, explain viewpoints, present arguments and communicate ideas clearly. Encounters with Employers and Employees • Pupils could hear from a local councillor, MP, community volunteer, charity worker, police officer or campaigner about their role and how they make a difference. Experiences of Workplaces • Pupils explore the work of local councils, community organisations, charities and Parliament. They could take part in a simulated council surgery or investigate how a local service operates. Encounters with Further and Higher Education • Pupils learn that careers in public service, law, politics and community leadership can be supported by a range of educational and training pathways, including apprenticeships, college and university.